

EMPIRE DAY

MAY 23, 1951



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EMPIRE DAY

in the Schools of

ONTARIO

MAY 23, 1951



ONTARIO DEPARTMENT OF EDUCATION



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A MESSAGE
FROM THE MINISTER OF EDUCATION



SOMETIMES there may be a tendency to minimize the importance of Empire Day and to allow it to pass with only scant effort or ceremony. At other times, particularly when danger threatens or when we are actually at war, we realize more forcibly that the occasion presents an opportunity to contribute something to our national security and steadfastness of purpose. At such times the day is more adequately used. The observance of Empire Day should not depend on international conditions but should always be an important event in the school year. If the lessons to be taught in its observance are worth teaching at one time they are worth teaching at all times.

For the past year or two the programmes sent out to the schools for Empire Day have emphasized the importance of good citizenship. The full meaning of citizenship is not easy to teach because it is so complex. Citizenship is not just voting or paying taxes or even fighting to defend one's country. There are aspects of citizenship which are related to almost every phase of our daily activities. There is good and bad citizenship in the home and in the school as well as in the community or the nation. There are lessons to be learned and values to be appreciated at every age or grade. Some of these lessons and values are suggested in the programmes which three Ottawa schools have prepared and have kindly made available for this booklet.

The teaching of citizenship and indeed the special lessons of Empire Day would be useless if they were confined to one day in the year. Special emphasis on citizenship topics on May 23rd is only a part of a regular programme which must be carried on day by day throughout the year, integrated with all the school activities and applicable in and out of school. The training of good citizens ought to be one of the conscious purposes of every teacher in Ontario.

Dana Port

Minister of Education.

Toronto, February 16, 1951.

THREE EMPIRE DAY PROGRAMMES



AT THE REQUEST of the Department of Education, certain schools in Ottawa undertook the preparation of the material for this Empire Day Booklet. In order to make this booklet as useful as possible to all types of schools in Ontario the following schools were chosen:

1. Hawthorne Public School which is a one-room rural school with pupils of all grades from I to VIII.
2. First Avenue Public School which is a Junior Elementary School with classes from Kindergarten to Grade VI.
3. Kent Street Public School which is a Senior Public School, with pupils from Grades VI to VIII only participating.

The central committee which was chosen to co-ordinate these programmes decided that the following should be the general theme for the preparation and presentation of the various programmes:

"Our Empire and Commonwealth is a force for good in the troubled world of to-day. Let us learn from the past how it has become such a force for good. Let us remember that it will continue to be a force for good only if each part of the Commonwealth and Empire is a force for good in itself. We should remember also that our nation can do its share in this great work only if each individual plays his part as a good citizen. Let us, therefore, learn to be good citizens."

Needless to say it is impossible to present a full account of all the classroom work which went into the preparation of these programmes. It is hoped however that sufficient material is presented in this booklet to assist others in the preparation of a programme for this important day.

PART I. THE RURAL SCHOOL PROGRAMME

School — HAWTHORNE PUBLIC SCHOOL

Teacher — MISS V. GORSLINE

A. Primary Section - Grades I and II

(i) Aims:

1. To teach the children that the Commonwealth and Empire consists of a large family of many different races working together and helping each other.
2. To teach the children that each of us is a member of this family. We must learn to play our part as good citizens.
3. To learn something of the other children of the Commonwealth and Empire and in so doing to develop a friendly attitude towards them.
4. To teach an appreciation of our Flag and what it stands for.
5. To learn that by helping others we gain happiness and at the same time grow to be better citizens.

(ii) Development:

We began with the family at home where all members of the family work together helping each other.

The Royal Family was studied next from the point of view of an ordinary family working together and helping one another. The duties of the King as head of a much larger family of nations and peoples all over the world were studied. The children composed a prayer for the Royal Family.

The flag and what it stands for were discussed. The pupils learned the meaning of its colours — Red, be brave; White, be pure; Blue, be true.

The meaning of the terms Commonwealth and Empire was studied with the help of a map. Stories were read about children of other lands. A scrap book was made towards which each child made contributions.

Poems about children of other lands were studied. In Composition we wrote sentences for our scrap book. In Spelling we learned such words as King, Queen, Flag, etc. In Art and Constructive Work we drew flags and made plasticine models of the homes and animals of other lands. In Music the children took part in the Rhythm Band and in the songs in preparation for the Empire Day Programme.

Each day we laid stress upon some things each child could do in playing the part of a good citizen:

1. A Good Citizen obeys his parents and teacher.
2. A Good Citizen helps to keep his home and school tidy.
3. A Good Citizen helps others who are in trouble.

B. Junior Grades - III, IV, and V

(i) Aims:

1. To teach the meaning of Empire Day and why we celebrate it.
2. To teach that Queen Victoria did a great deal to help build up the Empire.
3. To teach what our Flag stands for, and how the Union Jack was formed.

4. To teach that the countries in Red on the map make up the British Commonwealth and Empire.

5. To appreciate that we live in a free country and have many blessings, in return for which, we must try to be Good Citizens by learning to play fairly, and to work together for the good of all.

(ii) Development:

We began by discussing the meaning of Good Citizenship and Empire Day. We studied the Flag, and how each Flag came to be formed — St. George, St. Andrew, St. Patrick, and finally the Union Jack.

We talked about Queen Victoria, and took the story in *Golden Windows* called "A Princess Becomes a Queen".

We studied poems dealing with children of other lands.

We discussed the builders of our country — farmers, lumbermen, miners, police, etc.

Some of these topics had been covered in Social Studies.

The Grades worked on Scrap Books of two countries of the Commonwealth — Grades III and IV, Australia; Grade V, New Zealand. Stories were read and told about children, homes, plants, animals, food, etc. Citizenship was emphasized each day and each Grade composed its own motto which was printed on a poster.

Children wrote verses about Flag and Builders of the Empire. Grade V had taken stories of some of the explorers — Livingstone, Captain Cook, Hudson, etc. We reviewed these and emphasized the importance of these men. We covered briefly the work of Queen Victoria in building up the Empire.

In Art, children drew pictures of homes of children of other lands, and made plasticine models of animals — example, kangaroo — Australia. They made a folder of the building up of the Flag. This was painted with tempera paint and used in the programme. All Grades played in the Rhythm Band and learned the songs we used in the programme.

Pupils learned the spelling of important names such as Union Jack, Canada, Queen Victoria, India, England, etc.

C. Senior Section - Grades VI, VII, and VIII

(i) Aims:

1. To appreciate the fact that we live in a free country where democracy is enjoyed as in few other countries in the World at the present time.

2. To learn the names of the countries in the Commonwealth of Nations, and the countries that are part of the British Empire, and what our place is in it.

3. To learn something of how the people of these lands live.

4. To appreciate the work of the pioneers in building up our country.

5. To learn co-operation in getting along with all classes regardless of colour, race or creed.

6. To learn to accept responsibility and to act on one's own judgment.

7. To learn and to apply the Golden Rule in every day life.

(ii) Developing the Programme:

A brief study was made of the countries of the Commonwealth and the Crown Colonies, Dependencies, etc., that make up the Empire. Emphasis was placed on Canada's relations with these countries. Each Grade chose one country of the Commonwealth for intensive study, wrote a story on the country, and illustrated it with pictures which they obtained from all sources possible.

A study was made of how we are governed — democracy at work in peace and in war.

We reviewed briefly some of the Empire builders — Livingstone, Rhodes, Drake, Cook, Queen Victoria, and traced rather quickly the growth of each country from the beginning to to-day. We emphasized the fact that Canada is now a member of the United Nations having taken part in two world wars.

There were discussions on the changes that have taken place in India. We also discussed Newfoundland joining Canada.

Citizenship was stressed throughout, in the classroom and on the playground.

Poems for study were brought in by pupils. Some suitable ones were studied out of our own Readers.

Children did a good deal of research themselves, and wrote stories in scrap books which were kept for display on Empire Day.

Pupils expressed themselves in verse about Flag and Empire.

Currency of England was discussed and compared with our own money.

Children learned to spell names of the countries in the Commonwealth and British Empire, also words such as democracy, citizenship, co-operation, etc.

Relief Maps of different countries were drawn and painted; the names of boundaries, mountains, rivers, and main cities were then printed on them. A flag of each country of the Commonwealth was drawn and coloured to be used for booths. Names of the countries were printed and coloured with black poster paint.

We decided to have our programme take the form of an EMPIRE FAIR with all members of the Commonwealth represented. Products of all countries were to be featured and each pupil decided what he or she would bring for the different booths. The idea of working together to make our Empire Fair a success gave special emphasis to our Theme "Good Citizenship".

We spent a good deal of time practising our songs and selections for Rhythm Band. All pupils (35) took part in Music. Pupils from Grade I to Grade VIII had parts to learn for the Empire Day programme, and we started practising a week before. As the Programme progressed, changes were made where necessary. There was not sufficient time to prepare and rehearse each part thoroughly, but pupils were able to do a great deal for themselves. Each Grade from IV to VIII was responsible for getting material for one country in the Commonwealth. Children did not get weary of the enterprise. They were especially enthusiastic about the booths and products. They made the booths and arranged products themselves.

EMPIRE DAY PROGRAMME

By HAWTHORNE SCHOOL

A COMMONWEALTH AND EMPIRE FAIR

Time: 50 minutes

STAGE SETTING:

Back stage was decorated with two 12 ft. Canadian Flags — The Coat of Arms of Canada, with small Flags beside it. A raised platform with a chair draped with Union Jack was in foreground.

Packing boxes, and card tables were used for booths. These were covered with coloured paper, each having a coloured Flag of the country at the front of the booth and the printed name of the country on the booth above the display.

COSTUMES:

Pupils representing the following were dressed appropriately — Mother Britannia, Ireland, Scotland, South Africa, Mounted Policeman, India, Farmer, Lumberman. Other girls wore navy blue skirts, white middies with blue collars and red ties.

Boys wore navy blue trousers, white shirts and red ties.

SCENE:

Everyone was on stage except Mother Britannia and Mounted Policeman. As Mother Britannia appeared, girl at piano played opening bars of "The British Grenadiers" and Band Leader led the Band in this March. Mother Britannia came slowly up the aisle attended by the Mounted Policeman and took her place on the platform.

Garry acted as Master of Ceremonies for the entire programme.

As each one's turn came, he or she came to the front of the platform, and stood to the left of Mother Britannia, and near a booth on which was placed a Globe. This was used for locations throughout the programme.

ADDRESS OF WELCOME BY GARRY:

We are very pleased to welcome you this afternoon, Mother Britannia, to this our EMPIRE FAIR. It is indeed a great privilege to have you as our guest of honour at our Empire Day Celebration, May 23rd. We shall long remember this occasion.

We hope you will enjoy hearing and seeing some of the many things which the children of Canada have learned about the Empire and Commonwealth, and trust you will find entertainment in the things they say, do, and show you this afternoon.

At our Empire Fair a representative from each of your Dominions will be in attendance, and will be very pleased indeed to show and display anything of interest which may attract your attention.

We shall now sing "O CANADA" and declare the EMPIRE FAIR opened.

Grades I and II carried pictures of the Royal Family and Flags.

PUPIL—We are some of the very little people of Canada and members of the British Empire, and although we are very little, we want to show you to-day that we have learned a great deal about the Empire and how to be GOOD CITIZENS.

PUPIL—We have learned many things about the Flag which we carry. We have been taught that it stands for everything that is right and good. It teaches us not to do mean and wicked things that would bring sorrow to us and our country.

PUPIL—We think this picture that we carry is a very pretty one. The King and Queen love their children. They are kind to folks who are sick and visit people in hospitals. They entertain their friends and people from other Dominions when they visit England.

PUPIL—We love our King and Queen and want to grow up to be good girls and boys and obey our parents and teachers.

ANNABELLE—(carrying Folder of the Union Jack)—We have learned how our Union Jack has been formed. The first English Flag was the Banner of St. George, the Patron Saint of England. It was a Red Cross, set in a white background. The Flag of Scotland, the Cross of St. Andrew, was a diagonal white cross set in a blue background. When these two countries united in 1707 we had the first Union Jack.

THE FLAG OF IRELAND was the Cross of St. Patrick—a diagonal red cross set in a white ground. When Ireland united with England and Scotland, their Flag was joined to the first Union Jack (1810) giving us now our present flag.

CONNIE—I'm proud of Canada, is Canada proud of me?

What she wants is Citizens loyal as can be,

I love my Land, and Britain's Flag that waves from sea to sea,

Oh, I'm proud of Home and Motherland,

And I'll make them proud of me.

(From Laura Secord Flag Folder).

GILBERT—I am the farmer who tills the soil. On my farm I raise cattle, pigs and poultry. My cattle help to provide meat, butter and cheese, some of which we send to feed people in other parts of the British Empire. The wheat from my land also helps to feed the hungry people of other lands.

ROGER—I am one of the lumbermen of Canada. We go into the forests in winter and cut down the trees. The logs are drawn to the edge of the river banks. In the springtime they are floated down to the sawmills where they are cut into timber which is used to build many of our homes.

MICHAEL—I am a Mounted Policeman. I stand for law and order. My job is to enforce law in the far-reaching parts of North-Western Canada as well as any part of the Dominion. I help protect Government Buildings. I search out people who are enemies of the country and bring them to justice.

PAUL—Grade I—Dressed in Kilts:

I represent SCOTLAND at our Empire Fair. Would you like me to do one of our Native Dances for you?

MOTHER BRITANNIA—I should enjoy it very much.

(A record on Radio-Phonograph for the Dance).

LOIS—We have been learning about England, the home of our King and Queen. When we look up at the Flag which floats in the breeze we remember that our Freedom was bought with "Blood, Sweat and Tears" to quote Winston Churchill, the Great British Statesman who guided England safely through the last World War. When we see all the English cars on our Highways, when we eat our meals from a beautiful white linen cloth which came from Ireland, when we use silver and china which came from England, we are proving that we are Good Partners of the Commonwealth by buying products which came from these countries.

GARRY—Since we live in this beautiful Canada of ours, we are proud and happy to help celebrate Empire Day. We are glad that our country is a member of the

Commonwealth of Nations, and we are learning to be GOOD CITIZENS. Our country has a wealth of natural resources,—minerals, lumber and fish. We are gradually opening up more lands which will make excellent farms. We send bacon, butter, cheese, wheat, and fruit to the various parts of the Empire and Commonwealth. We have only to motor to the St. Lawrence River from our Capital City Ottawa, or up the Gatineau near Ottawa, to see beautiful scenery. Out West on the prairies the waving wheat fields are unequalled anywhere as are the scenic beauties of the Rockies and Maritimes. Because we enjoy freedom in our country, we have many people from Europe coming across the sea to make this wonderful land their homes. We try to make them feel welcome.

AUSTRALIA:

MARLENE—During the past three weeks we have learned many things about Australia. It is our neighbour in the South Pacific. Canada and Australia are examples of the statement "The Sun Never Sets on the British Empire". While we in Canada are having day, our friends in Australia are having night. In Australia there is little snow, except in the mountains. The central part has little rain at any time. The people raise millions of sheep here. Wool, hides, butter, flour and gold are products which are sent to different parts of the Empire. Australia is the home of many strange animals such as the kangaroo and the koala bear. During the last World War Australia rose in defense of Freedom by sending thousands of her best young men. She also helped with munitions and foodstuffs, especially mutton and beef, and she supplied much wool for making uniforms and blankets. Australia is a worthy member of our Commonwealth.

NEW ZEALAND:

HELEN—This is one of our Southern neighbours off the east coast of Australia. It lies in the temperate zone and is composed of North and South Islands. Mountains form a spine through the country from North to South. The climate is temperate in South Island but North Island is much warmer. New Zealand is a very beautiful country, with miles of green meadows, glittering mountains, boiling springs, many waterfalls, dark wooded valleys, palmtrees and ferns. The native people are called Maoris—they have strong bodies, light brown skin, and dark hair. They are descendants of the greatest sailors the world has ever known. They live mostly on North Island. New Zealand is a great sheep-raising country, but dairying is also important. They export frozen mutton, wool, beef, butter, cheese and hides, mostly to Great Britain. New Zealand proved a good partner in the last War and everyone worked together to help Great Britain in her time of need.

UNION OF SOUTH AFRICA:

ETHEL—We have been learning about the great Trek of 1836 when the Boers left their homes and founded the States of Natal, Orange Free State, Transvaal. Natal was sighted by Vasco Da Gama on Christmas Day, 1497. He called this part of the Coast "Natal" to honour the Birthday of Our Lord. In 1867 a child living on a farm near Kimberley was seen playing with what people thought was a mere pebble. When this pebble was found to be a diamond the diamond mining industry was begun. The world's largest diamond was found in 1907 twenty-four miles east of Pretoria. This diamond weighed one and three-quarter pounds. It was presented by the Transvaal Government to His Majesty King Edward VII. The mightiest waterfall in the world is on the Zambezi River in Rhodesia and it is called Victoria Falls.

South Africa exports wool, gold, diamonds, maize, hides, skins, rubber and ivory.

David Livingstone was the great explorer of Africa. Field Marshal Smuts did much to

build up a feeling of unity and friendliness with the British Commonwealth of Nations. Lord Baden-Powell was an Englishman who took part in the South African War. He was the founder of the Boy Scout Movement which has branches all over the World and is well known to most girls and boys. Those who live by the standards of this movement are sure to grow to be a credit to their community and Empire. We are indeed grateful for a man like Lord Baden-Powell.

INDIA:

JACK—We have been learning about the ancient country of INDIA. Robert Clive, more than any other person won India for the British Empire. India is one-third the size of Canada but has over 300,000,000 people. The highest mountain in the world is not far away,—Mount Everest which is over five miles high. There are sixty-six kinds of religion in India and it is indeed a very beautiful and interesting country. There are many grand buildings, the Taj Mahal being the most outstanding. India produces a great deal of wheat, rice, silk, and tea. Burma gives us some of the most beautiful jewels in the world. Calcutta, the second largest city in the British Empire, is on the River Ganges by the side of which many native people of India have their dead bodies cremated and their ashes sprinkled on the river to be taken out to sea and the four corners of the earth. Mahatma Gandhi worked all his life for the freedom of India but did not live to see this come to pass. His life was an example of GOOD CITIZENSHIP.

GARRY—Mother Britannia, I am sure you would like to visit our Booths and see the Exhibits now.

MOTHER BRITANNIA—I shall be delighted.

Children went to the various booths while the others went to the back of the stage. Mother Britannia, accompanied by her escort, Michael, the Mountie, visited the various booths. There followed a natural discussion about the various Exhibits in the booths. Children followed Mother Britannia and examined the various Exhibits shown at the booths. After Mother Britannia visited booths she went back to the platform and delivered her speech as follows.

MOTHER BRITANNIA—Thank you very much, my dear children of Canada. You have made me very proud and happy to-day. I have enjoyed very much your splendid programme which you have put on for my entertainment, and the wonderful display in your various booths of The Empire and Commonwealth.

You have proved to me that you are well informed as to how the people live in the various parts of the Empire. I want my children to know one another. You also have a very good knowledge of the building up of the countries of the Commonwealth—their industries and outstanding citizens.

If any of the children from other countries of the British Commonwealth and Empire ever come to Canada for a visit, or to make it their home, you now have a greater understanding of them and will try to make them welcome, and by so doing you will be performing the act of a GOOD CITIZEN. We know these newcomers will become good Citizens of Canada too.

It has been a very great pleasure to me to have been your Guest on this Empire Day.
(Children clapped)

GARRY—We shall close our EMPIRE FAIR by singing "This Canada of Ours" after which the Rhythm Band will play the Selections:-

An English Folk Song
London Bridge
A Scottish Folk Song

THE NATIONAL ANTHEM

"OUR EMPIRE" by Lewis & Toombs, Social Studies Series, was one of the most helpful books used.

PART II — THE JUNIOR ELEMENTARY SCHOOL PROGRAMME

School — FIRST AVENUE PUBLIC SCHOOL

Grades I to VI

Principal — MR. J. G. STEPHEN

Co-ordinator — MISS E. BLACKBURN

The theme as outlined at the first of the booklet was found to be particularly suitable as a guide for our Empire Day Programme. During the course of the enterprise, each teacher attempted to interpret its meaning in a manner suited to his or her grade. For a final programme, it was decided that every class should contribute a short number. It was agreed that preparation of these special numbers should not unduly cramp the broad classroom approach to the whole theme.

The following topics were chosen by the individual grades for the final assembly programme:

PRIMARY SECTION

Kindergarten-Primary—The Royal Family and the Flag.

Grade I—The Royal Family and the Flag: What They Mean to Us.

Grades I and II—Children of the Empire and Commonwealth as Good Citizens.

JUNIOR SECTION

Grade III and IV—Our Flag and Our British Heritage.

Grade IV and V—What is our Commonwealth?

Grade V—Our History Binds Us as a Family.

Grade VI—Good Citizens Strengthen Our Commonwealth.

In order to make the final performance effective, it was found necessary to divide it into two programmes, as outlined above. Every pupil in the school played some part in the final performance.

The development of the programme in the various grades is printed just as it was handed in by them. Thus a variety of methods of developing the theme is presented.

KINDERGARTEN-PRIMARY

GENERAL THEME: The King, The Queen and the Flag.

CLASSROOM ACTIVITIES:

The children's interest was aroused by pictures and stories of the Royal Family and the Union Jack.

During our discussions we talked about our families at home. Then we linked this up with members of our Royal Family in England.

We learned how important it is that each member of the family should help if the family is to be strong and to live happily together. To have a strong Canada, each one must do his best.

Several children brought flags to school and we had many talks about our Flag, the Union Jack.

The children worked as a group to make three large crosses—St. George's, St. Andrew's and St. Patrick's.

We made hats of Red, White and Blue tissue paper to wear on Empire Day.

With large blocks we built castles. On the towers we put paper Union Jacks which had been made in another lesson.

The rhythm band learned suitable selections for our final programme.

PROGRAMME

1. Song—Our Country (Canada) by Claire Senior Burke.
2. Recitation by the Class:
Boys—What can we do to show that we love our Flag?
Girls—The colours in the Union Jack tell us what we can do.
All—Red tells us to be brave,
As good soldiers always are.
White tells us to be Pure and Clean,
At home, at school, at play.
Blue tells us to be True
In everything we say and do.
3. Song—We Love Our Flag—from “The Canadian Singer”.
4. Selections by the Rhythm Band:
 - (1) Our Country (Canada)
 - (2) Three Cheers for the Red, White and Blue
 - (3) Annie Laurie
 - (4) Bonnie Dundee
 - (5) Irish Lullaby
 - (6) Waltzing Matilda

GRADE I

GENERAL THEME: The Royal Family and the Flag: What They Mean to Us.

CLASSROOM ACTIVITIES:

Discussions were held in the classroom similar to those held in the Kindergarten-Primary.

Drawings were made of the Royal Family—going to church; to visit hospitals; the King receiving visitors; the Queen and the princesses opening bazaars, etc., stressing continually how much their presence means at all times.

Pictures of the Royal Family were cut from magazines and newspapers.

PROGRAMME

FIRST CHILD—When we see the Union Jack, it makes us think of all the people who belong to the big family of countries which we call the Commonwealth.

SECOND CHILD—On Empire Day we also have the King and Queen and their family very much in mind. We know they are interested in us, and work hard to make us all happy and our countries finer places in which to live.

THIRD CHILD—The King goes to his office early, and often has to work quite late to get his work finished.

FOURTH CHILD—The Queen has many places to go and things to do to make others happy.

FIFTH CHILD—The princesses help the King and Queen in many ways.

SIXTH CHILD—Even little Prince Charles makes people happy when they see him in his carriage.

SONG—Our Flag—by *Cyril Rice*—from *The Singing Hour*.

SEVENTH CHILD—We children could help the King and Queen make ours the finest country of all if we tried to be more like them.

EIGHTH CHILD—What could we do to help?

NINTH CHILD—Each other's rights we must respect.

TENTH CHILD—Politeness is something we can't neglect.

ELEVENTH CHILD—To tell the truth we all must try.

TWELFTH CHILD—Kindness to pets to all must apply.

THIRTEENTH CHILD—Our patrols at all times we must obey.

FOURTEENTH CHILD—Fair play is important every single day.

FIFTEENTH CHILD—Helping each other is a very good rule.

SIXTEENTH CHILD—These together make a wonderful tool.

ALL TOGETHER—When we learn these rules to keep,

You'll very seldom hear us weep.

We'll be helping each other then, you see,

And that's the way the world should be.

GRADES I AND II

Mixed classes of Grades I and II prepared a play on "The Children of the Empire and Commonwealth as Good Citizens". Pupils representing the various countries told something of their own land and how they tried to be good citizens.

The Royal Family, their duties and happy family life, were discussed.

Discussions were held about good citizens in the school room, school yard, at home and with our friends.

The meaning of Empire Day was discussed.

GRADE II

GENERAL THEME: Children of our Commonwealth Family.

INTRODUCTION leading to Completed Programme:

We began with the Royal Family. The children brought books and pictures of the King, Queen, Prince Philip, Princess Elizabeth, Prince Charles and Princess Margaret Rose. They drew pictures of Buckingham Palace. One girl brought a newspaper published just prior to Queen Victoria's death. There were several pictures here that helped to distinguish Queen Victoria from our present Queen. We spoke of Queen Victoria's birthday and her part in beginning our "Empire Family". The children were eager to learn more concerning children of other countries. I found that by speaking of "children" rather than "people", the response was much greater.

The class was divided into groups representing children of England, Ireland, Scotland, India, Africa, Australia, Canada and New Zealand. Each child illustrated his or her country and with my assistance each group composed a short verse.

Some of the children thought that our programme would not be complete without the Union Jack. We discovered that there were three crosses which composed our flag, and these crosses were cut and painted separately. Later these were put together so that they might be opened and closed.

Towards the end of our study period we branched into a discussion of how each one of us could be a better citizen and so help to make our family of nations stronger. We decided that "fairness" was a good motto and that it was this fairness that kept our family of nations together and our country free.

Some pupils cut and painted three large F's which were needed later.

We correlated our work in several subjects (such as Social Studies, Verse making, Choral speech, Art, Music and Writing) to form our programme.

FINAL PROGRAMME

PUPIL (speaking from class)

I know a big, big family,
As big as it can be;
If we were to visit all the children,
We'd cross many a sea.
So to-day they've come to visit us,
To join in work and play,
And we're glad to know they're with us
On the 23rd of May.

(Background humming of the Maple Leaf)

CANADA—Our country is the largest,
Reaching from shore to shore,
We grow the wheat to make your bread:
That's one thing we're noted for.

(Background humming of Waltzing Matilda)

AUSTRALIA—Our country is the southern land,
We have wool for you.
Visit us and you might see
A baby bear or kangaroo.

NEW ZEALAND—New Zealand is an island
Where we children roam and play.
We hop and skip and run and jump,
And have a happy day.

(Background humming of Congo)

AFRICA—We are little African children,
And we are very brown:
Some of us live on sheep farms,
And some in a Zulu town.

INDIA—We are little brown folk
Playing in the sun,
From very early in the morn
Until the day is done.

(Background humming of Bluebells of Scotland)

SCOTLAND—We are little Scottish children
From far across the sea.
We like to hear the bagpipes play,
They sound so gay and free.

(Background humming of Irish Lullaby)

IRELAND—We are little Irish folk,
From the good old Emerald Isle.
We live by the faith of St. Patrick,
And the luck of an Irish smile.

(Background humming of British Grenadiers)

ENGLAND—We are from the mother country,
That land across the sea,
England means so very much
TO YOU (indicating other countries)
AND YOU (indicating audience)
AND ME. (Each individual)

ALL COUNTRIES IN UNISON—

We are proud of our King and Queen,
We're proud of our country free.
We're proud, too, of our Union Jack;
It waves on high for you and me.

ALL IN UNISON—There are three colours

In our Union Jack,
Red and Blue and White.

There are three crosses

In our Union Jack

(3 people lift 3 crosses)

And this is what they're like.

(3 crosses are placed to form Union Jack)

PUPIL (speaking from class)—

This is our flag,

The Union Jack.

It stands on guard for you and me.

Its colours are red and white and blue;

It flies in the land of the free.

Three pupils kneel holding aloft one at a time the three F's.

ALL IN UNISON

First F—This F is for our Family.

Second F—This F is for Fairness.

Third F—This F is for Freedom.

(Curtain closes slowly during background music of Rule Britannia).

If time permits one of the children might add a few words of explanation about each country after the speaking of each verse.

GRADES III AND IV

Our presentation of the following play, or rather series of spoken parts, on Empire Day, climaxed our study of the Empire. Naturally many topics were much more comprehensive than the speeches indicate. In fact, I taught very carefully with the idea of giving clear understanding to the otherwise abstract speeches which necessarily were phrased by the teacher.

The finished product embraced the memory work we had learned, and gave us an opportunity to make use of the Union Jack and the three crosses made as a folder on 10" x 12" art paper.

Previous lessons also included Social Studies of British characters in Peace and War, Builders of Canada, the three Patron Saints and legends. Importance of healthy minds in healthy bodies; good habits of industry; politeness, etc., and self-discipline; influence of individual on class; class on school character, etc., were studied.

Though I endeavoured to direct all my topics toward our ultimate theme, pupils' individual enthusiasms produced poetry on the flag, display of Empire story books, Royal Family pictures, and those of children of other parts of Empire.

OUR FLAG AND OUR BRITISH HERITAGE

20 children on stage in single rank facing the audience. Remainder of class enter later.

PUPIL—We belong to the British Empire. Our flag is the Union Jack. Our King is King George VI.

PUPIL—Our flag represents the spirit of our Commonwealth and Empire.

PUPIL—The red is for Courage. During the War, we had proof of the bravery of our Empire and Commonwealth Forces.

PUPIL—The white is for Purity; a group of nations holding honesty and fair play, above plunder and force.

PUPIL—The blue is for Truth and Justice to all people.

RECITATION by those on stage—

“Flag, dear flag of our Empire.
Floating o’er us glad and free.
Ever may thy colours gleaming
Shine for Truth and Liberty.
Red, and White and Blue of heaven,
Guarding safely, you and me”.

Author unknown.

PUPIL—Tell us how our flag was made.

PUPIL—(Displaying as he speaks the crosses, later combining them to form the Union Jack)—Our flag is the Union Jack. It was made from three crosses; the cross of St. George, the Patron Saint of England; the cross of St. Patrick, the Patron Saint of Ireland; and the cross of St. Andrew, the Patron Saint of Scotland. Joined together they form our Union Jack.

RECITATION by group—

“ ’Tis thy flag and my flag, the best of flags on earth.
O, cherish it, my children, for ’tis yours by right of birth.
Your fathers fought, your fathers died to rear it to the sky,
And we, like them, will never yield, but keep it flying high”.

W. E. Edmonds. (Canadian Flag Day Book)
(LONGMANS GREEN & CO.)

PUPIL—Our Empire and Commonwealth has more than one quarter of all the peoples of the world.

PUPIL—Empire Islands dot every Ocean. The sun never sets on the British flag or British Freedom around the world; that means when it is evening in Canada, it is morning in another part of the British Commonwealth and Empire.

PUPIL—We are proud of our King and Queen, whose lives have been examples of courage and understanding.

PUPIL—All parts of the Empire are held together by loyalty to this flag and to our King and Queen.

PUPIL—Our Commonwealth and Empire is a working family of co-operative nations.

PUPIL—Our nation is Canada, one of the oldest Dominions of our Commonwealth—the stronger Canada is, the stronger our Empire and Commonwealth will be.

PUPIL—Great Britain is our Mother Country, and from her we have a wonderful heritage.

PUPIL—Canada has grown up; but we would be an ungrateful nation indeed, if we forgot what has been handed down to us.

PUPIL—We have inherited the wonderful English language.

PUPIL—We have inherited the right to freedom of thought and speech.

PUPIL—We have inherited the right to freedom of worship.

PUPIL—We have inherited democracy.

PUPIL—We have inherited the Union Jack, the symbol of decency, tolerance and fair play.



Children of the Empire and Commonwealth. Grades I and II — First Ave. Public School.



Queen Victoria is visited by her Empire Children, Past and Present.
Grade V — First Ave. Public School.



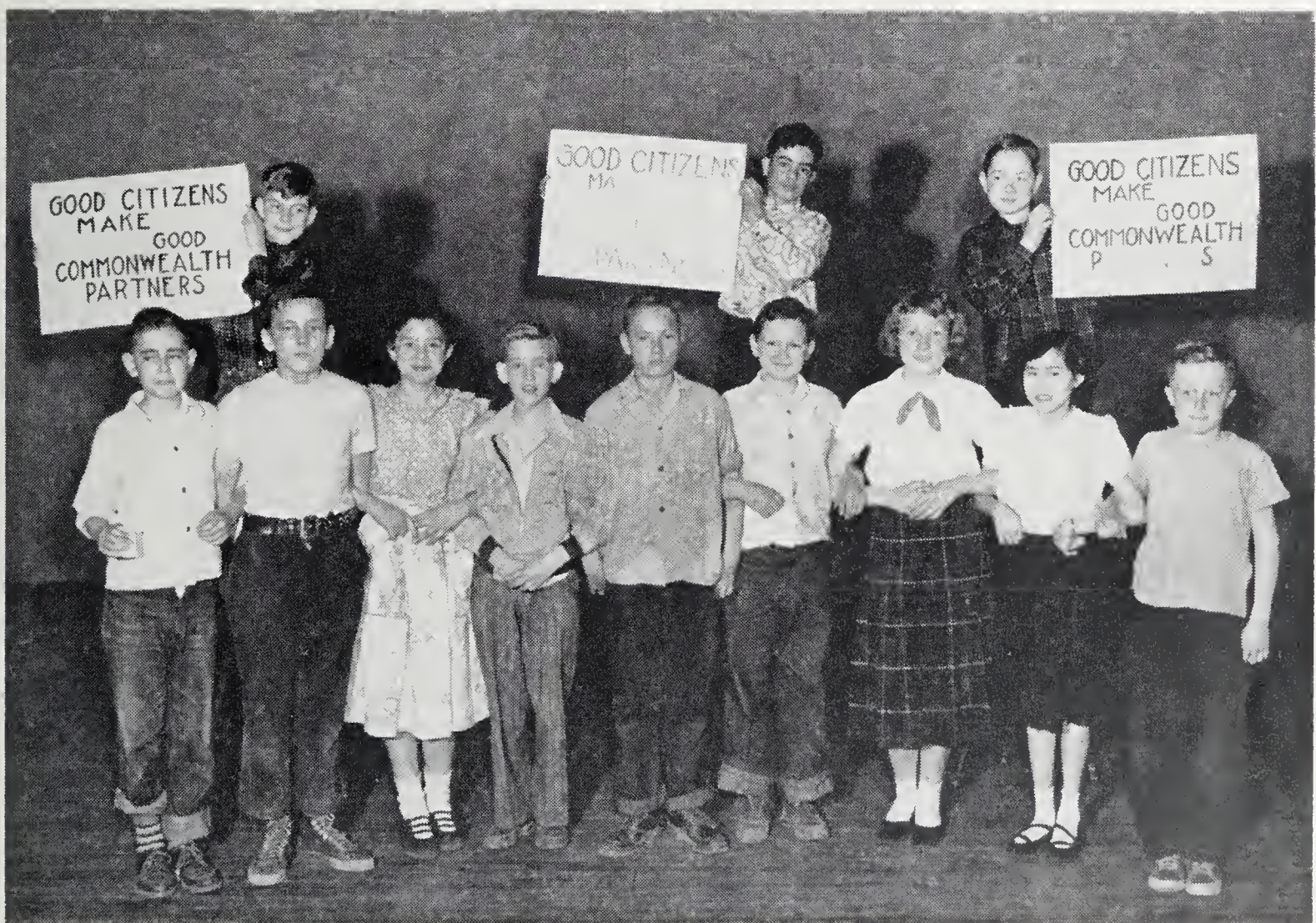
Scotland Dances for Mother Britannia at Hawthorne Public School Empire Fair.



The Rhythm Band plays for Mother Britannia — Hawthorne Public School.



Parents visit the Booths — Empire Fair — Hawthorne Public School.



Good Citizens — Kent St. Intermediate School.



Kent St. pupils discuss the topic — *"What Holds the Commonwealth Together"*.



Pupils of Kent. St. School prepare an Empire Dance.

RECITATION by group—

“I’m proud of Canada;
Is Canada proud of me?
What she wants are citizens
Loyal as can be.
I love my land and Britain’s flag,
That floats from sea to sea.
Oh, I’m proud of home and Motherland,
And I’ll make them proud of me”.

(FROM LAURA SECORD FLAG FOLDER)

PART II

Enter remainder of class—taking places in front of Row 1, joined by some pupils from first row, who will speak again.

PUPIL—But how can *we children* help Canada to be great?

PUPIL—Canada needs more boys and girls who can be depended upon.

PUPIL—We are the Canadian Citizens of the future. We are building our characters now.

PUPIL—We must learn to respect and obey our parents and teachers.

PUPIL—We must be loyal and honest to defend the Truth at all times.

PUPIL—We must practise self-control.

PUPIL—No one should ever expect a privilege that cannot be granted to the whole class.

PUPIL—We should learn to appreciate the good in others.

PUPIL—We must practise the Golden Rule.

PUPIL—We must not shirk our duty, but be thorough in all our work.

PUPIL—We must practise fair play in our games.

PUPIL—If we believe in fair play, we must act that way, so that our enemies will come to believe in democracy.

PUPIL—We must practise team-work.

PUPIL—To keep this Freedom, Our Heritage, we must have citizens who have the courage to defend it.

PUPIL—We must welcome New Canadians who are willing to share the responsibilities of our Canadian Citizenship.

PUPIL—If we served our Country in this way, every day, the white in our flag would mean a people of clean hearts and pure living.

PUPIL—The red would mean an Empire courageous and victorious to defend the Truth.

PUPIL—The blue would mean faith in God and his Truths.

PUPIL—With God’s help we shall become Canadian Citizens worthy of our British Heritage.

RECITATION in Unison—

CHILDREN OF THE EMPIRE

“Children of the Empire join hands across the main,
And glory in your brotherhood, again and yet again.
Uphold your noble heritage—oh never let it fall;
And love the land that bore you,
But the Empire best of all”.

Edward Shirley.

Many of these parts could be omitted in a smaller enrolment, and the continuity would not be affected, if other Citizenship parts were added in Part II.

GRADES III, IV AND V

INTRODUCTION leading to Final Programme:

After a fairly lengthy class-room discussion, the topic "What is the British Commonwealth?" was chosen as the topic for our Empire Day Programme. The pupils and teacher discussed the problem, and concluded that The British Commonwealth was a family of free nations which had all, at some time, been colonies of the Mother Country, Britain. Some countries, like Canada, have now become grown up, but they are still members of the family and are able to help the smaller members.

We then looked up a map on which the parts of the Commonwealth were coloured in red, and we learned a few facts about the people of each of these lands.

The pupils of Grade V drew a large map showing the Commonwealth in red. At the same time the Grade IV pupils drew pictures of the people of each country.

In order that every child should have a part in our final programme, we let each child choose a part of the Empire he would like to represent, and print the name on a strip of paper about 8 inches wide, to be worn as an identification of the country. We then chose one child to represent a Displaced Person, newly arrived in Canada. The other children explained to this new-comer what the Commonwealth was; each child in turn pointed out his respective nation on the map and told a little about it; a folk song was sung in the case of almost every nation.

Since this class is duplicated by grades in other classes their play has been omitted.

GRADE V

A class-room discussion was held as a result of which it was decided that the pupils should prepare a short play as part of the school Empire Day Programme.

It was further decided that each person should choose the historical character he or she wished to represent. Each character was to dress as authentically as possible. In chronological order they would appear on the stage, speak their lines (made up by pupils), and form a semi-circle at back of stage.

ACT I

Scene: *Assembly Hall stage.*

Voice of the Past standing at right, on a small pedestal; she is wearing a long white gown. She carries a long scroll from which she reads:

VOICE OF PAST—I am the "Voice of the Past". To-day, we pause to remember those great citizens of the past, the Explorers. They risked their lives as they travelled the unknown seas, always trying to find safe routes, and make accurate maps for those of us who were to come after.

Out of the Past I call some of these brave people to come and tell us of their deeds, of the lands they discovered and of the dangers they faced . . . These explorers were truly good citizens.

Out of the Past I call John Cabot, brave explorer and worthy citizen.

JOHN CABOT—I am Cabot.

SPIRIT OF NEWFOUNDLAND enters (unannounced). *She wears oilskins and rubber boots, and carries a bundle of sticks and a basket of fish.*

SPIRIT OF NEWFOUNDLAND—Years ago Cabot visited my shores and found fish and lumber. At first England did not think I was of much use, but to-day, we are a proud member of the Commonwealth, and Canada's newest province. (*She stands beside Cabot*).

VOICE OF PAST—Out of the Past I call Jacques Cartier, skillful French seaman and navigator.

CARTIER—I am Cartier. (*Goes to side opposite Cabot in the semi-circle*).

In this way Voice of Past calls up the explorers and others associated with the early days of Canada. e.g. Drake, Hudson, Champlain, Kirke, Madeleine de Vercheres, Daulac, Radisson, etc.

As each name is called, the character moves in from the wings to centre stage, identifies himself, and then moves to a place in the large semi-circle at the back of stage, i.e. "up stage".

(Enter unannounced Canada Past—Indian Girl; Canada Present—a nurse).

CANADA PAST—I am Canada of long ago. Yes, long ago Cartier came to my shores, seeking only a way to the East. When Quebec was captured by General Wolfe, we became a British Colony, living under the Union Jack, being good citizens, living in freedom and peace.

CANADA OF TO-DAY—After helping in two World Wars, I am now grown up. We are proud of our ability to rule ourselves. Our government is a copy of that of the Mother Country. We help each other in floods, famines and disasters of every kind.

ALL SING—"Canada, My Home".

ACT II

(When curtain rises)

Stage: *Explorers remain standing in their semi-circle. A large throne (Chair) is placed in centre stage.*

VOICE OF THE PAST—Out of the Past comes Queen Victoria.

Queen Victoria walks in from the wings, attended by two pages, and two footguards, She moves to centre stage.

QUEEN VICTORIA—I am Victoria of England. I have come to watch you Canadian children celebrate my birthday. Many stirring and exciting events took place while I was upon earth. Many dangers and disasters were faced, but through God's help we founded a vast Empire. In this Empire we tried to rule with justice and kindness people of every race and colour.

Let us hear some of the great heroes of the past tell us of their deeds, and how the Empire was won.

(Queen Victoria sits down on throne, attended by escort. Voice of Past, from pedestal, calls remaining characters).

VOICE OF PAST—Out of the Past I call General James Wolfe, brave soldier.

WOLFE—*(marches to centre front, bows to Queen, turns partly to audience)*—I am Wolfe. We climbed the steep cliffs around Quebec and defeated Montcalm in battle. *(Moves to centre stage and begins new semi-circle in front of explorer group). Characters and Audience join in singing "The Maple Leaf", verses 1 and 2.*

VOICE OF PAST *now calls up in succession:*

MacKENZIE—I am MacKenzie. We marched over the Rocky Mountains and added what is now British Columbia to Canada. *(Moves to inner circle, opposite to Wolfe in front of Explorer group).*

CAPT. JAMES COOK—I am Cook. We took soundings of the St. Lawrence River before Quebec City, thus helping Wolfe to land his men safely. That was before I went exploring in the Pacific Ocean.

(Australia and New Zealand enter unannounced).

LAURA SECORD—I am Laura Secord, a settler's wife. I walked through the forests and swamps on trails and logs, to warn the British at Beaver Dam, that the Americans were planning to attack.

SIR GUY CARLETON—We outwitted the Americans and defended Quebec successfully against them.

BROCK—We defended Canada at the time of the American Invasion.

CAPTAIN SCOTT—Antarctic Explorer.

DAVID LIVINGSTONE—Africa (*South Africa enters unannounced*).

VOICE OF THE PAST—We shall now call in the remaining parts of the Empire—Pakistan, India, Gold Coast, Islands of the Sea, etc.

VOICE OF THE PAST—This is truly a large, happy family of free nations. May God preserve the Commonwealth strong and free for the tasks that lie ahead.

"GOD SAVE THE KING" with verse "Our loved Dominion . . . "

(Curtain)

Remarks:

When first presented, each explorer explained the part he played in the story. Locations were pointed out on a huge map of the world by a "geographer". We found that this prolonged Act I unduly, so each person merely identified himself and joined the circle.

In Act II the individual speeches were originally longer, but were cut down to speed the story along. The characters stood in the wings, and stepped on stage in turn.

A song was attempted of which we present the tune, chorus and a verse, but this proved too big a task for Grade 5.

Canada

The image shows three staves of handwritten musical notation in G major (one sharp) and 4/4 time. The melody is simple and suitable for a children's song. Below each staff is a line of lyrics written in cursive.

We'll sing a song of Ca-na-da, Our home-land strong and free, Her
hills and val-leys for-est clad, Her wealth and lib-er-ty.
Ca-na-da is the land for me, We'll make her strong and keep her free.

Lines were prepared by students after consulting their Social Studies notes and History and reference books.

Costumes were procured in attics, from neighbours and friends. Many were quite effective representations of the characters they tried to depict.

DEVELOPING AN EMPIRE DAY PROGRAMME IN GRADE 6

THEME: We are Citizens in the British Commonwealth of Nations.

I. Understanding Our Theme — General Concept:

The teacher introduced the general theme as it had been outlined already for the school. The class discussed this theme until it seemed that they had a preliminary grasp of its meaning.

II. Understanding Our Theme — Specific Topics for Study and Practical Application:

The second discussion period was led by a pupil chairman under the teacher's guidance. One boy, acting as secretary, wrote the question on the blackboard, "What

is a good citizen of the Commonwealth?" He then listed the most significant answers below. They were:

- (a) A good citizen should help others.
- (b) He or she must be fair to others.
- (c) We must respect people of other races.
- (d) We should know the geography of our country.
- (e) We must learn about the other countries of the Commonwealth.
- (f) A good citizen learns how the people of the past made Canada what it is to-day.
- (g) We could find out about the men and women of the past who helped build the British Empire . . .
- (h) Every one of us should study about our King and the Royal Family.
- (i) Every British citizen should know what the Union Jack stands for.

The class took part in a worthwhile discussion on each of these points, and then agreed that the most important step would be to put their ideas into practice.

III. Putting Our Ideas Into Practice:

At the outset and at various times throughout the project, it was found necessary and interesting to recall highlights in British Commonwealth studies which had already been taken in the regular course of lessons. These included:

1. A story of the Union Jack.
2. A general sketch of the make-up of the British Peoples in early times—Britons, Anglo-Saxons, Danes, and Normans.
3. The lives of Cabot, Hudson, Raleigh, Drake, Cooke, Wolfe, Carleton, Brant, Tecumseh, Laura Secord, Brock, MacKenzie, Livingstone, Bruce and Churchill.
4. Principal features of Canada's geography—surface, waterways, cities, climate, industries and people.
5. Commonwealth geography—the countries and their principal features.
6. The two World Wars.

The following were the principal activities engaged in during the Empire Day project:

1. Practising good citizenship—helping school patrols, playing well with others, keeping the yard clean, observing rules, working cheerfully, and taking an active part in class work.

Note: It was stressed that these were all-season duties rather than for special occasions alone.

2. Learning about the Royal Family—making large cardboard displays of pictures and clippings; writing compositions; viewing films such as "Queen of the Future" and "The Royal Visit to Canada".
3. Developing knowledge of the Commonwealth—preparation of booklets on British countries. These contained pasted-in pictures, brief notes and maps.
4. Flag study—a large cardboard display of the component parts of the Union Jack; written compositions on the Flag; displays of flags of Commonwealth countries.
5. Preparation of biographies of famous British citizens of the past. These were put in booklet form with accompanying illustrations.

From the various topics studied, that of "Citizenship in the British Commonwealth" was chosen for a short play to be staged during the final programme on Empire Day. The script was worked out on the blackboard by the teacher and pupils working together.

GOOD CITIZENS STRENGTHEN OUR COMMONWEALTH

Characters—George, a Grade 6 pupil. Fred, a new Grade 6 pupil. Mr. West, a teacher (a tall boy). School Patrols.

SCENE I

The school yard at 8:30 a.m.

GEORGE—(on seeing the new boy come into the yard)—Hello, there. You're new here, aren't you? How do you like the school?

FRED—. . . suits me fine, but what's all this business about Empire Day to-morrow?
GEORGE—I'm not quite sure, but there's Mr. West. Let's ask him. (*Mr. West who is on yard supervision, comes up*).

MR. WEST—Good morning, boys.

BOYS—Good morning, sir.

GEORGE—We were just wondering what Empire Day is for, Mr. West. Will you tell us?

MR. WEST—Certainly. Empire Day, the 23rd May is the day on which we think especially about the British Commonwealth of Nations. One topic you will probably study for it will be "Famous Citizens who made the Empire strong".

FRED—Oh, I know something about them. Last year we read about the brave pioneers who came to Ontario long ago because they were loyal to the Empire. They were the United Empire Loyalists. They really gave our province its start when they built their cabins in the wilderness.

GEORGE—I like to read about Sir Guy Carleton and Sir Isaac Brock who were heroes.

MR. WEST—That's fine, boys, and I'm sure you know how Canadians fought with their brothers from all over the Empire during the recent World War. They were citizens who stood up for Freedom against slavery.

FRED—I know about them, sir. My uncle was a pilot in the air force—but we can't be brave citizens like they were, can we?

MR. WEST—Well, boys, we hope that we will have no more wars, but even now there is a way in which you can be like them. They were simply doing their duty as good citizens, and you can do that, can't you?

GEORGE—I think maybe we can.

MR. WEST—I know you can! Let's take a walk and see how good citizens act.

SCENE II

The street corner adjacent to the school yard. The Schoolboy Safety Patrols are busy regulating traffic, checking jay-walkers, and helping little ones. Children skip gaily along with their school bags. The scene is one of action; little conversation is needed.

MR. WEST—Let's stop and watch these patrols for a minute. (*They pause for a time and observe*).

MR. WEST—They're doing a fine job, don't you think?

FRED—They certainly are. They're protecting lives.

MR. WEST—Now, fellows, if you'll look back towards the school lawn, you'll see some more good citizens at work.

(The curtain closes and opens. The view shifts to the lawn where three boys are picking up paper and putting it in a refuse can).

GEORGE—That's a good job they're doing; let's help them.

MR. WEST—You can do that all next week, Fred. I'll put you down for Yard Patrols. But now, we'll see how the players are getting along in the yard.

SCENE III

Scene shifts back to the school yard where a group of boys are playing a baseball game in a cheerful, sportsmanlike manner.

NOTE: Any other suitable game may be substituted.

GEORGE—They seem to be getting along fine, Mr. West.

MR. WEST—Yes, they're learning to get along together and play fairly. Well, boys, you've seen what I wished to show you. Simple as it sounds, you can start right here at school to become good citizens of Canada and of the British Commonwealth. (*The bell goes for morning classes*).

PART III — THE SENIOR PUBLIC SCHOOL PROGRAMME

School — KENT STREET INTERMEDIATE SCHOOL

Grades VII and VIII

Principal — Mr. P. SEYMOUR

Co-ordinators — MISS E. DEYELL, MISS J. MacKENZIE

1. GENERAL AIM:

To build a deeper understanding of TRUE CITIZENSHIP by making it the theme of an enterprise which would culminate in an Empire Day Programme.

2. GENERAL APPROACH:

(a) At a staff meeting it was decided that we should make the topic, TRUE CITIZENSHIP, the theme for work in all classes during the three weeks prior to Empire Day. Assuming that junior schools would be concentrating on citizenship at home, at school, and in the community, we planned to place our emphasis upon citizenship in Canada, in the Commonwealth and in the world.

(b) It was agreed that teachers should meet in groups to draw up programmes in Health, English, Social Studies, Music, Science, French, Physical Education, and Mathematics.

(c) After these had been co-ordinated and in action for two weeks it was planned that the pupils should be encouraged to express their feelings about the theme in art and in plays.

(d) It was agreed that the two co-ordinators would be responsible for the cover for the 1951 booklet and for the play for the school Empire Day Programme.

3. THE RECOMMENDED OUTLINE FOR AN EMPIRE DAY ENTERPRISE:

The SOCIAL STUDIES Unit:

Because the whole Grade VIII course is based on the Commonwealth, the unit for Empire Day was directed largely to Grade VII. It aimed to provide Grade VII pupils with a broad Commonwealth background, and to serve as a review for Grade VIII.

1. What is the Commonwealth?

(a) Names of partners, locations on world map, flags.

(b) Project work: Making of maps and flags.

2. The oldest Commonwealth Partner:

(a) Meanings of her several names—Great Britain, United Kingdom, British Isles.

(b) Why did she build up a great Empire? Where? How?

(c) Why did some of her colonies become her partners when Empire developed into Commonwealth?

3. How did Canada grow into a Commonwealth Partner?

(Canada as a case history, representative of the other Commonwealth countries).

(a) Project: Evidences of British influence in Ottawa.

(b) Milestones along the way from colony to nation:

—struggle for responsible government—B.N.A. Act—Imperial Conferences.
—Statute of Westminster.

4. What holds the Commonwealth together?

5. Good citizens make good Commonwealth Partners:

—Things we can do to be better citizens in Canada—in the Commonwealth—in the world.

The ENGLISH Unit:

(a) Literature:

As the enterprise took shape, the literature programme began to grow around the Social Studies outline. It seemed that the English teachers would perform an admirable service if they taught selections which showed the British way of life developing from the feudal herd to the national community. This presented three problems: (a) Memorable

events have not always inspired memorable poetry; while the fight off the Azores gave us *The Revenge*, the signing of the Magna Carta has not been commemorated by a single line that has been worth preserving; (b) much of the good poetry which tells the desired story is too difficult for study in Grades VII and VIII; (c) much of the suitable poetry will not give up its finest flavour to a Grade VII which has no British history background.

The solution seemed to be a study of the British poetry which emphasizes freedom and the qualities of character which are essential to good citizenship. The following selections are suggested for use.

Poetry for Freedom Unit

1. Robert Burns, *Bruce's March to Bannockburn*, 1314 (Scots Wha Hae)
2. Lord Macaulay, *The Armada*, 1588 (Attend, all ye who list to hear)
3. Alfred Tennyson, *The Revenge*, 1591 (At Flores in the Azores)
4. Henry Newbolt, *Drake's Drum*, 1596 (Drake is in his hammock)
5. James Thompson, *Rule Britannia*, 1704 (When Britain first at heaven's command)
6. William Wordsworth, *The British Heritage*, 1802 (It is not to be thought of)
7. William Blake, *Jerusalem*, 1804 (And did those feet)
8. Alfred Tennyson, *England*, 1842 (You ask me why)
9. Elizabeth Browning, *The Cry of the Children*, 1844 (Do ye hear the children)
10. Alice Duer Miller, *The White Cliffs*, 1940 (And were they not English)
11. E. Shanks, *The Little Ships of England*, 1941 (A pause came in the fighting)

To explain the difference between sentiments like *Rule Britannia* and *Jerusalem*, it seemed wise to compare the life of the nation with the life of a man—a series of developing stages. Like the new boy in the rough school, the new little country fights its way to power and position, expressing itself in fierce crude patriotism. In adolescence—the Elizabethan poetry—there is still the violence and extravagance of the young man who begins to feel and find his own strength. But in maturity, when the country feels secure, and has no need to keep assuring herself of her superiority, she takes stock in adult fashion, and becomes critical of herself. It is this adult discontent which produces patriotic poetry like *Jerusalem* and Mrs. Browning's *Cry of the Children*.

For Unit on Qualities which make for Good Citizenship

1. Honour F. H. Doyle, *The Private of the Buffs*
2. Sportsmanship Henry Newbolt, *Vitai Lampada*
3. Cheerfulness T. Carlyle, *The Man Who Sings at His Work*
4. Belief in the dignity of Labour..... T. Carlyle, *Honourable Toil*
5. Belief in the stupidity of War..... Robert Southey, *After Blenheim*, 1704
6. Humility Rudyard Kipling, *The Recessional*
7. Honesty Rudyard Kipling, *If*
8. Love of Country Robert Browning, *Home Thoughts From Abroad*
Walter Scott, *My Native Land*
R. Kipling, *The Children's Song*
William Shakespeare, *This England*
W. Henley, *England, My England*
Rupert Brooke, *The Soldier*
9. Progress Alfred Tennyson, *Progress* (As we surpass our fathers skill)
10. Courage H. Newbolt, *The Toy Band*
11. Truth Horatius Bonar, *Thou must be true thyself . . .*

(b) Composition:

1. Written Work

- (i) Citizenship: Kindness letters to classmates who are ill or in trouble—compositions based on literature selections.

- (ii) Building up interest in the Commonwealth: Pen pal letters sent to Superintendents of Education in various Commonwealth cities; essays on phases of Commonwealth life prepared by class committees which have collected material through their own efforts.
- (iii) Spelling: Names of Commonwealth countries and cities.

2. Oral Work

- (i) Debates—Suggested topics: Every school should have a school boy patrol. Student councils are assets to schools. Prejudice is a mark of bad citizenship. Canada is wise to remain in the Commonwealth. Canada should have a national flag. We were wise to change Commonwealth membership rules to retain India.

(c) Library:

During the three-week programme, the school library did its utmost to become the focal point for Commonwealth material. To expand our own collections and bring material up to date, we obtained pamphlets and posters from the British Information Services and the High Commission Offices. Among the pamphlets were "A Picture of Britain", "This is Britain", "Australia", "A Canadian Looks at India", and "African Achievement". Out of this research grew a consciousness that we needed to expand this section of our library. The Public Library lying within three blocks of the school, made it possible to bring young enthusiasts to survey the shelves there. While others worked upon the Enterprise in Social Studies class one afternoon, ten or twelve boys voluntarily brought their library cards and we set off to the library to explore. In the short time at our disposal all choices were not perfect, but it enticed more borrowers to look up their cards and there developed an eagerness in bringing to the School library Public Library findings.

We then decided we would try to build up a bibliography of stories which would give colour and lightness to the study of these lands. We told the Children's Librarian of our desire and she worked generously to satisfy our needs. We included some non-fiction as well as fiction, but the major aim was to allow the children to browse, to bring in what they most enjoyed. The bibliography included below is the result:

WE VISITED THE COMMONWEALTH

A Short Bibliography of Favourites in Fiction, Travel and Biography, Enjoyed by Pupils of Kent Street School Grades VI, VII, VIII

- Bennett, John. *Master Skylark: A Story of Shakespeare's time*. Appleton-Century, 1897.
 Bolton, Ivy. *Luck of Scotland*; Longmans, 1940. (In the Days of Bruce).
 Bruce, Mary G. *Road to Adventure*. Minton, 1933. (Australia).
 Brink, Carol. *Lad With a Whistle*. MacMillan, 1941. (Scotland in the days of Sir Walter Scott).
 Bothwell, Jean. *The Thirteenth Stone: A story of Rajputana*. Harcourt, 1946.
 Braddy, Nella. *Kipling, Son of Empire*. Messner, 1941.
 Children's Gandhiji. British Information Services.
 Henry, Marguerite. *Pictured Geography. Australia in Story and Pictures*. Albert Whitman, 1946.
 Henry, Marguerite. *Pictured Geography. New Zealand in Story and Pictures*. Albert Whitman, 1946.
 Henty, G. A. *With Clive in India*. Blackie.
 Kennedy, Jean. *Here is India!* Scribner, 1945.
 Kiernan, R. H. *Churchill*. Harrap, 1942.
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 Kiviat, Esther. *Paji*. McGraw, 1946. (Ceylonese Boy). Grades 4-6.
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PHYSICAL EDUCATION:

(a) Girls:

During the three-week programme we brought the Commonwealth to the Gym through dances. We learned the pattern of the English country dances through the *Black Nag*. For Scotland and Ireland we danced the *Cumberland Reel* and *Siege at Carrick*. Australia entered with a polka to the tune of *Waltzing Matilda* and some of girls attempted to create a dance from India's *Baluchi Circle*.

(b) Boys:

The playground and gymnasium offered opportunities to stress the qualities of sportsmanship and fair play essential to the development of higher ideals of citizenship.

The SCIENCE Unit:

The topic of Natural Science presents an opportunity to investigate some of the many aspects of animal, bird, fish, reptile, insect and plant life within our Commonwealth and Empire.

The Visual Education Branch, Department of Education, Toronto, and the National Film Society, Ottawa, provide a valuable source of motion pictures to correlate with these topics.

An entirely different approach to the topic of Science and Empire Day would be a study of Scientists of the Commonwealth and their contribution to our well-being. Such men as Watt, Davey, Banting, etc., etc., and their discoveries might be correlated with Social Studies to form a very valuable unit.

MUSIC:

Our Commonwealth and Empire provides us with a wealth of familiar music and songs which may be further endeared to our pupils in preparation for Empire Day. Some study of the lives and music of such composers as Sir Edward Elgar, Sir Edward German, Percy Grainger, Gilbert and Sullivan, and the English music of Handel will assist in developing an understanding of British contribution to world culture.

The following is a suggested list of well-known songs which may be used in connected with an Empire Day unit of study:

Hymns

- | | |
|---------------------------------|----------------------------|
| 1. O God our help in ages past. | 3. Land of our birth. |
| 2. Faith of our fathers. | 4. Land of hope and glory. |

Songs of Britain

- | | |
|-------------------------------|------------------------|
| 1. Jerusalem. | 6. Scots Wha Hae. |
| 2. England, dear England. | 7. The Minstrel Boy. |
| 3. Song of the Western Men. | 8. Land of My Fathers. |
| 4. Come lasses and lads | 9. Men of Harlech. |
| 5. The Bluebells of Scotland. | |

Songs of Canada

- | | |
|----------------------------|------------------------|
| 1. The Maple Leaf Forever. | 4. Canadian Boat Song. |
| 2. O Canada. | 5. Vive la Canadienne. |
| 3. My Own Canadian Home. | |

Songs of the Commonwealth

- | | |
|----------------------------|--------------------|
| 1. Advance Australia Fair. | 4. Sarie Maraies. |
| 2. Australia our land. | 5. Rule Britannia. |
| 3. God Defend New Zealand | |

ART:

We decided that the art programme would not run concurrently with the rest of the Empire Day Enterprise. It should wait rather until the teaching in Music, English and Social Studies particularly had filled the children with enthusiasms which they longed to express in hand work.

This took various forms—picture and mural painting, cartooning, the making and

dressing of dolls from scrap materials, painting flags on pieces of cloth and the building of pottery figures. Some grades VII and VIII boys' classes felt the desire to put into pictures the intensity of the action and drama which they realized from studying such poems as Drake's Drum, The Private of the Buffs, Vitai Lampada, and The Toy Band. Others wanted to illustrate stories from their Social Studies which had fired their imaginations. Some of these were "The Signing of the Magna Carta at Runnymede", "The Seven Bishops on their way to Imprisonment in the Tower in 1688", "Bruce at Bannockburn", and "Nelson at Trafalgar".

The Grades VII and VIII girls put quieter moods into their painting from reading "Home Thoughts From Abroad", "The Daffodils", "The Maple", etc.

Two Grade VIII classes elected to draw a series of cartoons about the little things practised by Good Citizens around our school. One of the most effective of these judged by the pupils' standards was entitled "Bad Citizens Are Lonely People". Dolls representing Indian children complete with saris, made delightful work for some girls.

The story background of "Waltzing Matilda" and South African trek songs were subjects for clay modelling, and shoe box pictures.

Two classes went to the National Gallery where our students had the chance to see landscapes by Constable and Turner and portraits by Reynolds, Gainsborough and Romney.

Our enthusiasm climaxed in a competition to produce the best picture representing the stage setting for the third act of the school play produced at the end of the enterprise. The picture on the cover of the booklet is the result of this effort judged by a committee of both students and teacher.

4. THE RESULTS OF THE PLAN:

- (a) A *cover* was produced for the 1951 booklet by the art classes.
- (b) A *play* was produced and presented on Empire Day in the Assembly Hall.
- (c) Various projects done in classrooms formed the basis for the annual *school exhibitions* for parents on May 29th.
- (d) The student council, determined to take action as good citizens, raised \$45.00 for the Winnipeg Relief Fund, May, 1950.
- (e) Many pupils appear to have taken their Empire Day vow seriously; the declarations act as an incentive toward good behaviour, and Grade VII children plan to add declarations from pen pals to the Tree next Empire Day.

THE PLAY:

GOOD CITIZENS MAKE GOOD COMMONWEALTH PARTNERS

Act I

Due to the lack of space the first act of the play produced by the School has been omitted. The following is a summary of Act I:

The scene is set in the Kent Community Centre where a group of children are preparing to entertain at a High Commissioners' Dinner for Empire Day. A new pupil in the school is told the meaning of Empire Day. In the discussion numerous local links between Ottawa and the Empire are brought out—names of streets, statues, local customs, etc. The older pupils proceed to tell how they are learning to be good citizens through their student council. The discussion then turns to an outline of plans for Empire Day. This leads to Act II where the plans for the Empire Day Programme are carried a step further.

Act II

Place: The Art Room in Kent Street School.

Time: Tuesday, 3:45 p.m. in mid-May.

Characters: Four girls and five boys.

As the curtains open two boys are discovered chatting in pantomime. Others enter, in two's and threes, carrying books; they draw up stools in a semi-circle around Charles. BAD CITIZEN (swaggering in last): How long is this meeting going to last, Charles?

I have to deliver my papers.

RONNIE: You aren't the only one.

CHARLES: It can't last after 4:15 or I will miss my bus to Rockcliffe.

BAD CITIZEN: O.K. . . . Let's get started . . . what are we waiting for?

CHARLES: I picked you people to be on my committee because I thought you had something, and would do a good job on our topic WHAT HOLDS THE COMMONWEALTH TOGETHER. You agreed to write to your pen pals by airmail for their opinions, and I hope you have them ready.

CONNIE: I have mine from England.

GORDON: I have mine from Pakistan.

CHARLES: What do they say? Let's hear from England first, since that's where the King lives.

CONNIE: It was my Uncle Dick who answered my letter, and you should hear it; he writes as if I were in Grade IV . . . it's humiliating:

"It seems odd to have my little Canadian niece ask me why Britain is in the Commonwealth—almost as odd as if she asked me why her mummy was a part of her family. You see, Connie, long ago Britain built up a great Empire, made up of many colonies. At first she ruled them firmly without any advice from the people. But as the colonies grew up, and were able to manage their own affairs, she let them do it . . . not without some struggle to keep them children . . . just like your mummy who feels that her children will get out of hand if she gives them their own way too much.

"As the years went on, the more grown-up colonies grew into a partnership with Britain. To make it all clear, I'll compare it with what goes on in most families. When you, little Connie, grow up, you will get married, and have a home of your own; but you will still belong to the Clarke family; and your mother will be more like a sister to you because she won't be telling you what to do all the time. In your own home, you will use your mother's recipes for apple tart and Yorkshire pudding, and run your house much the same way as she does, because you are used to it.

"Now that is the way it is with the Commonwealth countries; they are Britain's daughters, grown up, running their own homes, using Mother Britain's best ideas, adding their own, and keeping in touch with her and all the other Commonwealth countries as families do.

"After hearing all this could you imagine a Commonwealth without Britain?"

RONNIE: He explains it well, Connie, and he gives lots of reasons.

CHARLES: Let's count them (reaching for the letter); he says the links are that the Commonwealth countries were once Britain's colonies, and . . . that they all have Britain's way of carrying on Government and other important customs. Say, there'll be a good deal of repeating if all the other pen pals say the same thing over seven times; the class will get bored. What can we do about it?

GORDON: Put an outline on the board as we do in Social Studies classes. Just make eight columns with the name of a Commonwealth country on top of each. Then as a new link is mentioned, write it along the left side and put a check mark in each column that has the link.

BETTY: Tell the speakers to give only the links that are not already mentioned.

GORDON (goes to the board): I'll start it.

CHARLES: While he is doing that, we'll push on. Who's next?

PEGGY: I wrote to Ceylon, and got a letter back from a 14-year-old girl in the Queen Elizabeth School in Colombo. She said the same things as Connie's uncle said, only not so well—but they mean the same. There are two new things for Gordon to write down; the first is that the island is weak and feels safer tied up in a partnership with bigger countries . . . and I think that should count for all the countries right across the board for we are all safer in a partnership of eight. The other thing that Ceylon thinks is good about the partnership is that all the countries think minority groups should have their rights and not be pushed around by the big fellows.

RONNIE: What's a minority?

PEGGY: It's not a majority. (All nod as if satisfied with the explanation).

GORDON: You get it down Peggy, while I give mine. (The two children trade places).
I wrote to Pakistan because I got interested in the country after the Prime Minister of Pakistan spoke to the Ottawa Scouts here last year. He was dark skinned. He didn't wear the same kind of hat as we do. He's a Moslem. He doesn't eat our kind of meals. Yet he told the Scouts that his country likes to be in the Commonwealth, because the Commonwealth "expresses the brotherhood of man irrespective of race, colour or creed". It had to be a man all the way from Asia who could make that mean something to me.

RON: Did you write to the Prime Minister as your pen pal?

GORDON: Well, what do you take me for? I wrote to a 14-year-old boy, in care of the Board of Education in Karachi. He sent me a clipping about the Commonwealth from a Karachi paper. It's in English and it says that Pakistan is wide open for industrial development, and needs money from investors in the other parts of the Commonwealth.

CHARLES: So, that means she wants to start factories and up-to-date businesses—to become more modern than the country which is described in magazine articles.

RONNIE: That's true for India, too. My pen pal says his father works on the railroad, and drives an engine that was made in Canada. He says they need more trains and other things made in the Commonwealth countries. In turn they can send us goods made from ivory and brass and teakwood and jute. I think we can truthfully call trade a Commonwealth link. And India agrees with the first things that Connie's uncle mentioned. My pen pal says in the short time that India has been running her own affairs she has kept right on with the British system of government, laws and all that . . . and she likes being in the Commonwealth.

BETTY: That sounds odd when we all know we had to change the rules to keep India with us. She said she wouldn't stay if she had to sing God Save the King.

WILFRED: That's all right. A republic, which has the right ideals about freedom and rule by the majority, is a good partner.

BETTY: If she's in the partnership, she should have to keep the same rules as the rest of us.

CONNIE: I don't agree. If you can only keep a good partner by changing the rules, then change them. That's just common sense.

GORDON: Mr. Smith would agree with that. He's always saying in science: "Man has survived because he has been able to adapt himself to his changing environment". The Commonwealth shows that we can change too.

RONNIE: Look at the dinosaurs. They couldn't change, and see what's happened to them.

BETTY: I know; they're all in the Museum.

CHARLES: Well, the Commonwealth isn't headed for a Museum. It's right out in front leading the world in the idea that free nations, joined in a partnership, can get along better together than alone.

BETTY: South Africa doesn't seem so sure of that—at least that's what my pen pal says, and she was a teacher here on exchange. She thinks that a lot of South Africans would rather not be in the Commonwealth. But listen, she says the right to stay in or to leave is one of the important things about the whole Commonwealth group.

CHARLES: Now for New Zealand.

HELEN: I was lucky to have a sister in New Zealand who'd write back in such a hurry.

CONNIE: I didn't know that you had a sister there. Which one?

HELEN: My oldest sister, Mary. She was married during the war to a New Zealand pilot who was over here on the British Commonwealth Airtraining Scheme.

CHARLES: Tell us what she said.

HELEN: My sister says New Zealand is just another Britain as far as people are concerned, for the islands were settled by Britishers. Everything is British from Parliament to Cricket, and the people naturally want to keep on being partners with their own kind of folks.

GORDON: All the Commonwealth countries were settled by Britishers except India,

Ceylon and Pakistan, which already had full populations.

HELEN: There's one new thing in my sister's letter. She says all the Commonwealth countries seem to put great value on human worth, and do a lot to help their people out. Is there anybody here who doesn't understand that?

WILFRED: Sure, it's like the declaration of human rights. It means they believe in giving everybody a fair chance. When people are out of work, they get unemployment insurance, and when they are old, they get an old age pension if they need it.

CONNIE: And a baby bonus.

RONNIE: Do all the Commonwealth countries have all these things?

CHARLES: Who knows for sure? (pause). If none of you have it in your letters, I'll find out. I think all the countries are getting more interested in helping the sick and the old and the blind, but I'll ask my Dad and let you know. Who's next?

WILFRED: I'm the one who chose Canada. I couldn't very well expect a pen pal to know more about it than I would, so I went up to Parliament quite a few times to listen. The members talk a good deal about the Commonwealth—Commonwealth trade, Commonwealth defense, Commonwealth Conferences and Commonwealth . . . everything. You can tell by the way they all talk that they think the Commonwealth is the right kind of partnership for Canada.

CHARLES: Now, what's left? (Consults the board). Just Australia . . . that must be yours, Jimmy; you haven't spoken yet.

BAD CITIZEN: Look, I didn't vote to do this topic, see? And I didn't write the letter, see?

PEGGY: That's a fine way to act.

HELEN: That's not playing the game.

WILFRED: I told you not to pick him, Charles.

RONNIE: It's not the first time he's done this.

BETTY: Now our whole report for Wednesday will be spoiled.

GORDON: It's the last time I'll ever be on a committee with you, Jim.

CHARLES: You don't seem to have a friend in the room; and you won't have one any place if you let people down this way. You didn't learn much from our two weeks work in Citizenship.

GORDON: You're the kind of fellow who won't turn out to vote when you are 21.

RON: And if you do, you won't vote the right way.

CONNIE: Throw him off the committee, Charles.

WILFRED: Not much; make him stay and get the work ready for to-morrow.

BAD CITIZEN: I couldn't get a letter back from Australia on time, so how can I get an answer?

WILFRED: That's your worry; you haven't done anything to help yet.

BETTY: That's not the way to treat someone who does something wrong. Besides if we want our report to be any good to-morrow, we'll have to help him.

RONNIE: You're right, Betty. If we want *him* to be any good for the rest of his life, we'll have to help him; so get your thinking caps on.

HELEN: The most honest thing to do at this late date would be to ask someone in the office of the High Commissioner for Australia. That's almost the same as a pen pal.

RONNIE: Good idea.

GORDON: I'll ride down there on my bike with you right now, if you want some company, Jim.

BAD CITIZEN: You make me feel like a heel. I'll have an answer for to-morrow.

CHARLES: We'll depend on it.

BAD CITIZEN: I'm not the only person who didn't get much out of the Empire Day Enterprise. Lots of kids just wrote down in their notebooks what was good about our way of life, what our duties and responsibilities were, and then let it go in one ear and out the other.

HELEN: That's true.

CONNIE: We should do something about it.

WILFRED: In history, when the English wanted to force the King to keep a promise they made him sign a paper.

CONNIE: We could do that. We'll draw up a declaration about the way things should be done, and get all the pupils to sign it.

RONNIE: That's not democratic; each class should have a chance to draw up its own.

CHARLES: Yes, they should; they can battle it out in class and sign something they really mean. This could really do something around this school.

PEGGY: The class representatives could bring the declarations to Assembly on Empire Day, and march up on the stage with them the way they do with the wreaths on Remembrance Day.

HELEN: Only we couldn't pile them around a Flanders Cross this time; it would have to be around the flag . . .

RONNIE: Or the Crown, to show that the whole Commonwealth needs good citizens.

GORDON: We should put them on something alive; that would give the idea that our promises can grow.

CONNIE: I've got it . . . a tree . . . a tree like the one on the United Nations poster . . . only we could have one with eight branches, one for each Commonwealth member.

WILFRED: If we hang our declarations on the Canada branch, the others will be pretty bare.

CONNIE: Other Commonwealth countries have Empire Day too, and they'll likely be doing the same thing, so we can have somebody say that their declarations are here in spirit.

GORDON: It's too bad we didn't think of this in time to get our pen pals to send us declarations from their schools. Boy, that would have been perfect. It would make everyone feel that "Good Citizens make a good Commonwealth".

JUDY: Let's do that for next year. We'll send our pen pals some pictures of the tree this year so they'll get our idea. I feel that we are really doing something if we get all this under way.

CHARLES: I'm all for it too. If we can get all the Children in the Commonwealth interested in this good citizen idea, we'll be part of a real partnership.

Act III

Time: Empire Day, May 23, 1951

Scene: The school assembly hall. On the stage is a highly stylized tree made from papier maché. Each branch is labelled with the name of a Commonwealth country. (See cover of booklet).

ITEM 1: *The Assembling of the Commonwealth Flags:*

To the strains of a stirring march, four Girl Guides and four Boy Scouts, each carrying a Commonwealth flag, march to the stage and form a semi-circle around the tree.

ITEM 2: *O Canada:* Sung by the school choir which is massed at the front of the auditorium, below the stage.

ITEM 3: *Dedications:*

1. PRINCESS ELIZABETH'S DEDICATION SPEECH ON HER 21st BIRTHDAY: (This extract is spoken by a Grade VII girl who takes her place well to the front of the tree): "There is a motto which has been borne by many of my ancestors, a noble motto, 'I serve'. Those words were an inspiration to many bygone heirs to the throne, when they made their knightly dedications to manhood. On my 21st birthday I should like to make my dedication; it is very simple.

"I declare before you all that my whole life, whether it be long or short, shall be devoted to your service, and to the service of the great Imperial family to which we all belong. I shall not have the strength to carry out this resolution alone, unless you join in with me, as I now invite you to do. God help me to keep my vow, and God bless all of you who are willing to share in it".

2. KENT PUPIL'S DEDICATION:

(This is read by a Grade VII boy; it is representative of the declaration drawn up, and signed by individual pupils):

WE, the pupils of Kent Street School, citizens of Canada, partners in the British Commonwealth of Nations, and members of the human race

KNOW that the British way of life has stood for decency and freedom for

hundreds of years, that this way of life is one of the links between the Commonwealth countries;
WE KNOW, TOO, that this way of life, and this partnership, so dear to all of us, can continue and improve only if the boys and girls of to-day live up to their responsibilities as citizens.

THEREFORE, ON THIS EMPIRE DAY, WE SOLEMNLY PROMISE THAT WE WILL DO OUR BEST—to tell the truth

- to keep the laws
- to obey our parents and those in authority over us
- to think straight, to work hard, to make good use of our time in school, to accept responsibility
- to respect the opinions of others, to follow the golden rule
- to scorn prejudice, to learn more about children in other lands
- to work for the things agreed upon in the Declaration of Human Rights so we may do our part in building a better Canada, a better Commonwealth and a better world.

3. PRESENTATION OF THE DECLARATIONS:

To the strains of stirring music, the class representatives march in pairs to the platform, following the route of the flag-bearers; each pupil hangs his declaration on the Canada branch of the tree, and finds a place between a Guide and a Scout. The occasion is happy, and hopeful.

4. DEDICATION OF THE DECLARATIONS:

(A Grade VII boy steps from the semi-circle, places his hand on the tree and says):

Whatsoever things are true,	Whatsoever things are of good report,
Whatsoever things are honest,	If there be any virtue,
Whatsoever things are just,	If there be any praise,
Whatsoever things are pure,	Think on these things.
Whatsoever things are lovely,	

(A GRADE VII girl, who has stepped to the opposite side of the tree says):

The other seven branches of the Commonwealth Tree look bare to-day; but let's have them filled next year. Let's write to our pen pals for citizenship declarations to hang here next Empire Day. Let's play our part as good citizens in Canada because good citizens make good Commonwealth partners and good world partners.

ITEM 4. MUSICAL FINALE:

Pageant remains while music of Land of Hope and Glory fills the Auditorium.

ITEM 5: GOD SAVE THE KING.

GENERAL COMMENTS:

Our experience has led us to make these suggestions:

1. Frequent meetings of the whole staff for discussion and evaluation of progress are ESSENTIAL.
2. All members of the staff should be aware that the project in art and in play production are dependent upon the intellectual and emotional backgrounds built up in the classrooms.
3. The play will come more readily from the GRADE VIII classes who have studied Commonwealth history for the whole year.

Acknowledgments

The programmes reported in this book were planned and produced in 1950 by three Ottawa Public Schools. The reports were co-ordinated by a committee headed by Inspector M. R. Van Loon.

The cover illustration was prepared by a pupil of Kent Street School and represents the climax of the programme presented by this school.

The sources of poems quoted are given, wherever possible, in the text.

